



High-Tech High School Grant Program Application

**Deadline for Submission
April 5, 2002**

Administered by:

The Education Technology Office
California Department of Education

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Section I. Information

Overview

The High-Tech High Schools Grant Program was established to provide up to five one-time grants to eligible school districts or charter schools for the purpose of establishing new high-tech high schools that will begin serving students no later than September 30, 2002. Grants will be awarded on a competitive basis and will be approved by the State Board of Education. Education Code section 51725(c) requires that these one-time grants total \$2 million each. As funding provided in the 2001-2002 State Budget is only sufficient to fund three \$2 million High-Tech High School Grants, legislation is currently being sought to allow the awarding of five \$1.2 million grants in 2001-2002, with possible augmentation of these five grants by \$.8 million in 2002-2003 if sufficient funds are provided for this program in the annual State Budget. The State Superintendent of Public Instruction, with the approval of the State Board of Education, anticipates identifying five High-Tech High Grant applications for funding through this competition. If legislation has been enacted that allows the grant amount to be less than \$2 million, and five successful applicants have been selected, five grants of \$1.2 million will be awarded. If Education Code section 51725(c) has not been amended, three successful grants will be funded immediately and two will be funded upon passage of the 2002-2003 State Budget, contingent upon sufficient funding being included in the adopted budget. All schools funded must have a local match that is at least equal to the amount of the grant. Grant funds will be released at predetermined intervals and predicated on the receipt of an equal or greater amount of local match. All funds awarded under the program must be used to establish high-tech high schools.

A "high-tech high school" means a public comprehensive high school maintained by a school district or charter school that offers a very rigorous college preparation curriculum with an emphasis in science, mathematics, and engineering, and also may include digital arts and media. Technology shall be integrated throughout the curriculum and shall be a fundamental tool for both teaching and learning. Instruction at a high-tech high school shall be consistent with the academic content standards adopted by the State Board of Education and the applicable curriculum frameworks adopted by the State Board of Education.

Service to Disadvantaged Students and Other Priorities

Funds will be awarded on a competitive basis. However, applicants should be aware that this competition has been designed to give priority to schools that serve a high percentage of disadvantaged students, as well as other statutorily identified characteristics.

1. At least 40 percent of the applicants recommended for funding must serve communities in which a minimum of 50 percent of the pupils in the elementary schools are eligible for free or reduced price meals.
2. Consideration will also be given for service to educationally disadvantaged pupils, rural schools, urban schools, schools located in areas not typically associated with high technology, and geographic representation across the state.

Eligibility

New public high-tech high schools, including charter schools, are eligible to apply. This funding opportunity is to help establish new high-tech high schools, not to supplement existing programs or existing schools. Therefore, high-tech high schools that were open and had an enrollment in the 2001-02 year are not eligible to apply. Proposals to establish a new high-tech high school at an existing school will be scrutinized to ensure that the existing school could not be considered a high-tech high and the converted school would provide a dramatically different program than was offered in the past. A high-tech high school may not include a school maintained by the California Youth Authority, or operated by a regional occupational center or program, continuation high school, community day school, a State Special School, a distance learning school, an independent study school, or a private school. An adult education program may not be offered at a high-tech high school. Nothing prohibits a comprehensive high school that operates a high-tech high school from having an affiliation with a regional occupational center or program, but the regional occupational center or program is not eligible for funding under this program.

The applications are to be submitted by the district office for schools under its jurisdiction, including local charter schools. Direct-funded charter schools are to apply directly. Only one application may be submitted on behalf of a school.

Pursuant to Education Code section 51871.5(a), a school district must have the School District Education Technology Plan Certification Form and Addendum completed and on file with the California Department of Education (CDE), Education Technology Office, OR the school district's county office of education must have approved the district's E-rate Technology Plan and notified CDE of this approval in order to be eligible to receive any education technology funds administered by the CDE. Therefore, applicants that are not listed on the CDE Web site as having a district education technology plan by April 5, 2002, will **not** be eligible for High-Tech High funding. For more information about this requirement please visit the CDE, Education Technology Office Web site at <http://www.cde.ca.gov/edtech/techplancert.htm>.

Deadline for Submission

Complete applications must be in the possession of the California Department of Education staff **no later than 5:00 p.m. on Friday, April 5, 2002**. See the "Required Application Components and Format" and the "How to Submit Applications" sections for additional information regarding submission of completed applications.

Required Application Components

Applications must contain the following:

1. Application title page (use the form provided in Appendix A of this application)
2. Application narrative (refer to Section II for the required components of this narrative) maximum of 30 pages.
3. A budget form (use the form provided in Appendix B of this application)
4. Local Match Details form (use the form provided in Appendix C of this application)
5. An Implementation Timeline (use the form provided in Appendix D of this application)

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6. An Inventory of Equipment that will be at the school on the day the high-tech high becomes operational (use the form provided in Appendix E of this application)
 7. A list of feeder elementary schools that will send students to the High-Tech High School once it is established (use the form provided in Appendix F of this application.)
 8. A letter on letterhead from each partner that includes a specific description of the contributions the partner will make toward the development and implementation of the High-Tech High School. (Use the form provided in Appendix G of this application).

Instructions for completing these items are included in Section II: Instructions for Completing Applications.

Required Format

Applications will be screened for compliance with format requirements. These requirements are:

1. All required application components and forms are included.
2. All pages must be numbered. Hand-written numbers are acceptable.
3. All narrative pages must include line numbers. Pages should be individually numbered, with the first line of each page being line #1.
4. All narrative pages may not contain more than 36 lines per page. If tables or graphics are included, number or lines of text on the page must be decreased to provide room for the tables or graphics.
5. The application narrative may not exceed 30 total pages, excluding required Appendices.

Applications will be prescreened for compliance with these requirements by CDE. The prescreen compliance check will address the following questions:

1. Are all of the required components and forms included?
2. Are all pages numbered?
3. Do all narrative pages include line numbers beginning with #1 and do all of these pages contain no more than 36 lines per page?
4. Is the application narrative 30 pages or less, not including the required forms?

A “no” response to any of these questions will be considered failure to comply with the format requirements. If the number of lines on one or more pages exceeds 36 lines or if an application contains more than 30 pages of narrative, the application will be “red lined.” That is, a red line will be placed at the end of the equivalent of 30 pages of 36 lines per page, and readers will be instructed not to read or score the rest of the narrative.

Penalty for failure to comply with format requirements: Applications that exceed the page restriction and/or maximum lines per page will be “red lined” as specified above. Readers will not read or score pages or lines beyond the red line. Applications that do not comply with the other format requirements will be disqualified from the competition and will be returned to the submitting agency without being scored. Applicants will not be allowed to correct deficiencies and resubmit their application for consideration in this round of competition.

In addition to the above requirements, applicants are encouraged to format their applications in a professional and easy-to-read manner. For example, it is recommended that a minimum font size of 12 be used to promote readability throughout the entire document. It is also recommended that each application section be clearly labeled and that applications be formatted using a portrait orientation format rather than landscape orientation.

Reviewers will have a limited time to read each application. Their reading time will be limited to the required sections of the application. Any material not specifically required and supplementary materials such as videotapes, CD-ROMs, files on disks, commercial publications, etc., **should not** be submitted. If submitted, these items will be pulled from the application package. These items will not be reviewed when the application is scored, nor will they be returned to the applicant.

How to Submit An Application

Completed applications must be in the possession of CDE staff **no later than 5:00 p.m. on Friday, April 5, 2002**. Applications not received by the deadline date will not be considered for funding unless the applicant can show proof that the application was:

1. sent by registered or certified mail not later than five (5) days before the deadline date; or
2. sent by an express overnight mail service not later than one (1) day before the deadline date.

Mailing address for applications:

High-Tech High School Grant Application
Education Technology Office
California Department of Education
515 L Street, Suite 250
Sacramento, CA 95814

Applications delivered by hand will be accepted daily at the address indicated above between the hours of 8:00 a.m. and 5:00 p.m., Pacific Standard Time except Saturdays, Sundays, or holidays. Applications delivered by hand on the deadline date will not be accepted after 5:00 p.m. A receipt will be given for hand-delivered applications.

Number of Copies to Submit

All applicants are required to submit one (1) signed, unbound original copy suitable for photocopying and twelve (12) stapled copies of the application. Each copy of the application must be covered with Appendix A in this application as the title page or a reasonable facsimile. Except for the one unbound copy referenced above, all copies of the applications should be stapled or bound in such a manner that the application is flat. Do not submit applications in binders.

Process for Awarding Grants

CDE will prescreen applications for compliance with format requirements. As noted on page 3, applications that do not comply with these requirements will be “red lined” or returned to the submitting agency without being scored.

During April, applications will be reviewed and rated by an Advisory Board appointed by the State Superintendent of Public Instruction and the Office of the Secretary for Education. The Advisory Board will rate the applications based upon Appendix I, the Application Scoring Criteria. The Advisory Board will recommend applicants to the State Superintendent of Public Instruction. The State Superintendent of Public Instruction, with the approval of the State Board of Education, shall select the grant recipients. State Board action is expected to occur at the May 29-30, 2002, State Board meeting. At least 40 percent of the applicants recommended by the advisory board and at least 40 percent of the grant recipients shall serve communities in which a minimum of 50 percent of the students in elementary schools are eligible for free or reduced price meals through the school lunch program of the United States Department of Education.

It should be noted that nothing in this application requires the Advisory Board or the State Superintendent of Public Instruction to recommend or select five (5) applications for funding. In the event the Advisory Board or the Superintendent believe that fewer than five of the applications merit funding, only the applications that the Advisory Board or the State Superintendent believe will yield viable High-Tech High Schools shall be recommended or selected for funding.

Required Conditions and Suggested Steps

Successful applicants will be required to sign a Grant Award Acceptance and Assurances form prior to receiving funding. The Grant Award will specify the payment schedule for the funds and the Assurances will include terms and conditions that must be met to receive funding. In addition, CDE is recommending that grant recipients take advantage of regional and statewide services to enhance their ability to effectively plan and use technology. The required conditions, as well as recommended actions, are listed below.

- Required conditions:

As a condition of the receipt of funds under this program, the grantee will assure that it will:

1. Commence operation, as defined in the grantee's application, of the new high-tech high school on or before September 30, 2002, or the grant may be rescinded by the State Superintendent of Public Instruction, with approval from the State Board of Education, and any grant funds previously received by the grantee returned to CDE.
2. By September 30, 2002, have all the equipment included in the Inventory of Equipment on the high-tech high site, installed and functioning.
3. Submit required verification that local match resources have been received prior to the release of grant funds.
4. Use all funds awarded under this program only to establish the specified high-tech high school, or the State Superintendent of Public Instruction will withhold an amount equal to the funds the grantee received pursuant to this grant from the next monthly principal apportionment payment.
5. Provide an evaluation as required by Education Code section 51728 and delineated by the State Superintendent of Public Instruction.

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6. Provide the program and services in compliance with all applicable state laws and regulations prohibiting unlawful discrimination practices
 7. Comply with the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973.
 8. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state funds paid to that agency under this program.
 9. Cooperate in carrying out any evaluation of the program conducted by or for the California Department of Education or other state officials.
 10. Make any application, evaluation, periodic program plan, or report relating to this program readily available to parents and other members of the general public.
 11. Make reports to the state agency as may reasonably be necessary to enable the state agency to perform its duties, and maintain such records and provide access to those records as the state agency deems necessary. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the grantee of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used.
 12. Repay any funds which have been finally determined through a state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agree to pay any collection fees that may subsequently be imposed by the state government.
 13. Ensure that its governing board has a policy in compliance with state law requiring local educational agencies to expel from school, for a period of not less than one year, a student who is determined to have brought a firearm to school under the jurisdiction of the grantee. (20 USC § 8921, Gun Free Schools Act – see California Education Code section 48915)
 14. Administer the activities funded by this grant in such a manner so as to be consistent with State Academic Content Standards.
 15. Receive all goods and services paid for with grant funds by June 30, 2004, or repay funding which has not been expended or for which goods and services have not been received.
 16. Adopt written procedures to ensure prompt response to complaints within 60 days, and disseminate these procedures to students, employees, parents or guardians, district/school advisory committees, and interest parties.
 17. Agree to CDE site visitations for the purpose of monitoring grant implementation and provide all requested documentation to CDE personnel in a timely manner.

Agree that CDE has the right to intervene, renegotiate the grant, and/or cancel the grant if the grant recipient fails to comply with grant requirements.

- Recommended Steps:

All grantees will be encouraged to:

1. Collaborate with the regional California Technology Assistance Project (CTAP) in the design and implementation of their high-tech high school. Information about CTAP services may be found at <<http://www.cde.ca.gov/edtech/ctap.html>>.
2. If curriculum-based software will be purchased with grant funding, agree to purchase only software that has been reviewed by the California Learning Resources Network (CLRN) and found to be consistent with State Board-adopted Content Standards unless prior approval has been received from the CDE. (Visit <<http://www.clrn.org>> for additional information regarding CLRN).
3. Use the resources posted on the Technology Information Center for Administrative Leadership (TICAL) Web site to assist school and district administrators understand how to develop technology plans and how to use technology to enhance teaching and learning. For more information about TICAL, visit <<http://portical.org>>.
4. Use the services of the California Statewide Master Agreements for Resources in Technology (C-SMART) to help secure competitive pricing for hardware. Information about the services provided by C-SMART may be found at <<http://www.c-smart.org/>>.
5. Plan for adequate technical support to ensure that any hardware purchased with grant funding is appropriately maintained.
6. Use the services provided by the Technical Support for Education Technology in Schools (TechSETS) to assist in identification of skills needed by technical support staff and in acquiring the professional development that these staff need. More information about TechSETS may be found at <<http://www.techsets.org>>.
7. Encourage all teachers at the high-tech high to complete the self-assessment of technology proficiency at <<http://ctap2.iaassessment.org/>>. This self-assessment, called CTAP², is an online, self-assessment tool that allows educators to determine their level of technology proficiency (Introductory, Intermediate, or Proficient). The self-assessment is based upon rubrics established in alignment with the California Commission on Teacher Credentialing (CTC) "Factors to Consider," which is the technology standard for a California K-12 teaching credential.

Section II. Instructions for Completing an Application

Application Title Page

Applicants must complete the title page provided in this application. (See Appendix A) This page is not scored.

Application Narrative

The application must include a narrative description that includes the sections identified below. The application narrative may not be more than 30 pages, excluding the appendices.

1. One Page Overview:

Summarize the plan for establishing the proposed high-tech high school, including curriculum delivery system, use of technology, recruitment of students, teachers and administrators, role of community and business partners.

2. Description of the Implementation Plan and Timeline:

- a. Students: Describe the population that will be served by the school, including the grade levels to be served, how students will be identified or recruited to the school, the application/screening process for enrollment, and how equity and access will be addressed by the school. If the school will not include students in each of grades 9-12 by September 30, 2002, describe the plan and schedule for adding grades over time.
- b. Teachers and Administrators: Describe the process that will be used to select the school staff, including both administrative staff and teachers, to ensure that they have the necessary skills to teach a rigorous, college preparatory curriculum with an emphasis in science, mathematics, and engineering that is in alignment with the State Board-adopted Content Standards and curriculum framework documents. Describe also how teacher and administrator selection and training will ensure that the teachers and administrators are capable of fully integrating technology into the curriculum. Describe the professional development that will be provided to teachers and administrators during the first year of operation.

With respect to the principal/school director, respond to the following questions:

- Has the principal/school director been selected? If so, please attach that person's resume and detail his/her experience and responsibilities as it relates to this project.
 - If the principal/school director has not been selected, will that person be selected from within or outside the existing organization? When will the position be filled? Detail the experience and skills sought (innovative leadership, high school teaching/administration experience, technology experience, private sector collaboration, etc.).
- c. Site: Describe the school site. Has a site been identified? If so, will the proposed high-tech high have a completely separate site, or will the new school share a site? If the proposed school would share a site, please detail the sharing arrangements and attach any

legal documents or governing board minutes memorializing the arrangement. If no site has been identified, please detail the characteristics desired and the efforts to ensure the site will be obtained and operational by September 30, 2002.

- d. Place in the District: Describe how this high-tech high is supported by the school district and supports accomplishment of the district's education technology plan. (*Section not required in applications submitted by direct-funded charter schools.*)
- e. Timeline: Describe when the school will be operational and a specific description of what measures may be used to judge whether or not the school actually is operational by September 30, 2002. Note that schools must be operational by September 30, 2002, or grant funding may be revoked. Include the grade level(s) that will be at the school when it becomes operational, the minimum number of students that will be enrolled by grade level, the minimum amount of technology that will be installed and functional, and the minimum number of teachers that will be on staff by the operational date. This description should support the implementation timeline (Appendix D) and the Inventory (Appendix E).

3. Description of the Curriculum to Be Offered:

Describe the process that will be used to ensure that the school offers a rigorous, college preparatory curriculum with an emphasis in science, mathematics, and engineering that is in alignment with the State Board-adopted content standards and curriculum framework documents. Be sure to describe the courses that will be offered in sufficient detail to explain how they will be more rigorous and focused on science, mathematics and engineering than is typically found at a regular comprehensive high school. If the school will offer curriculum in digital arts and media, include a description of these courses in this section. Explain also how this curriculum and courses will be in place and utilized by the teachers and students from the first day of operation.

Describe how technology will be integrated throughout the curriculum. Include a description of the number and type of technology resources, such as desktop computers, laptop computers, hand-held devices, etc. that will be available to students and staff, as well as the location of the technology. Note that research indicates that technology is more effective when it is available in the classroom as opposed to a lab. Proposals that place technology in individual classrooms or provide each student and teacher with their own computers will therefore be viewed more favorably than those that do not. Include whether or not technology resources will be made available to students and staff outside of regular school hours and if extended accessibility will be offered, how this will be accomplished.

Describe how technology will be used to minimize the time spent on record-keeping, support data-driven decision-making and assist teachers in individualizing instruction to meet the differing needs of students.

4. Description of the High-Tech High's Infrastructure:

Describe how technology will be made accessible to students and how it will be used to support and enhance student learning. Also include in this section whether or not the school will have a library/media center, how this center will be equipped, who will staff it, and how the services of the library/media center will support integration of technology across the

curriculum. If equipment will be purchased with grant funds, note that the equipment must meet or exceed the specifications established by the Office of the Secretary for Education for the Education Technology Grant Program for High Schools. These specifications may be found at http://www.ose.ca.gov/ose_programs/edtech/pdf/techspecs.pdf.

Also, describe the plan for the school's network and the plan for Internet connectivity. Include information about the speed of the connection to the Internet and the plan for storing and accessing student and staff files. Describe the number of classrooms, including the library/media center, and administrative offices that will be connected to the school's network and the Internet. Describe the security measures that will be in place to prevent access to confidential files and inappropriate materials, as well as security measures that will be in place to protect the integrity of the school's network and data files. Describe the plan for technical support, including network maintenance and support, desktop support, and end-user support.

The description in this section should support the Inventory (Appendix E).

5. Description of the Local Evaluation Process:

Describe the process that will be used to evaluate the high-tech program. Include the specific indicators that will be monitored, the frequency of data collection for each indicator, the person(s) responsible for collecting and monitoring the data, how the evaluation information will be used to monitor program effectiveness, and what steps will be taken to modify the program if evaluation information indicates that desired results are not being achieved. Note that the evaluation plan must include examination of all of the following:

- The academic achievement of students enrolled in the high-tech high school.
- The level of support provided by educational, business, and foundation partners.
- The feasibility for broad-scale development of similar high-tech high schools.

6. Commitments From Partners:

Describe the commitments that have been negotiated from educational, business, or other partners. Include the following:

- A description of the planning process to create the school, including who has been involved and their backgrounds in terms of planning and launching an innovative school.
- A description of commitments for financial assistance, technical assistance, administrative assistance, and internship and/or job training assistance. Note that the information provided in this section should complement and not duplicate the information provided in the budget forms.
- As Appendix G to the application, include a letter from each partner on their letterhead that clearly and specifically describes the commitment/assistance to be provided by the partner. It is preferable that each letter be one page in length, but a letter may be up to three pages if necessary. Readers will be instructed to not read beyond the third page if any letter(s) exceed the three-page limit.

Budget Forms

Two budget forms must be completed for this application. These forms will be used to collect the following information:

- the amount of grant funds and match resources by object of expenditure category with a narrative description of how the grant funds were calculated and how the funding will be used to support the development of the high-tech high schools (Appendix B);
- specific details about each match item, including (1) the source, (2) the value and how it was calculated, (3) whether the funds are received or committed, and (4) if committed, the expected receipt date and evidence of the commitment, such as a contract, letter of understanding, etc. (Appendix C)

The information must reconcile across budget forms. For example, the total amount of local match identified for category 1000-1999 on Budget Form-Grant Funds and Match Resources (Appendix B) must equal the total of the individual local match items for category 1000-1999 on Budget Form-Local Match Details (Appendix C). Specific instructions for each of the budget forms are included below.

Budget Form-Grant Funds and Match Resources (Appendix B): Provide a line-item budget that adds to \$1.2 million in grant funds and \$1.2 million in match resources. Refer to the latest version of the California School Accounting Manual (CSAM) for the range of expenditures covered by each expenditure category. A copy of the CSAM may be downloaded from <http://www.cde.ca.gov/fiscal/sacs/csam/>. More information about the Standardized Account Code Structure (SACS) may be found at <http://www.cde.ca.gov/fiscal/sacs/sacshome.asp#accounting>. Provide a description of how the amounts requested were calculated and how funding will be used to support development of a high-tech high school. For example, for certificated salaries indicated the type of position(s) that will be paid and what they will be doing to support the development and implementation of a high-tech high school. If equipment will be purchased with grant funds, note that the equipment must meet or exceed the specifications established by the Office of the Secretary for Education for the Education Technology Grant Program for High Schools. These specifications may be found at http://www.ose.ca.gov/ose_programs/edtech/pdf/techspecs.pdf.

Budget Form-Local Match Details (Appendix C): Indicate the items and source of local match resources that will support development and implementation of the high-tech high school. It is not necessary to list each item individually; similar items provided from the same source should be combined into one entry. For example, all computers acquired from the same matching resource can be combined. If items are combined, be sure to indicate the number of items in the “Item(s)” column. Also include a description of the item that is sufficiently detailed so that the reported value of the item(s) may be verified. For example, if 15 computers were donated from the same partner, the entry in the “Item(s)” column would specify 15 computers and provide sufficient detail about the computers so that the advisory board may determine if the appropriate value has been assigned to this match item. For every entry, indicate:

- the item;
- the major object of expenditure category for that item;
- the source of the match, including contact person and telephone number;
- the value of the item and how calculated;
- whether the match has been received or is committed; and

-
- for committed items, the expected receipt date and type of evidence of the commitment, such as contract, letter of understanding, etc.

Refer to Appendix H for information about how to value match items. If the items are donated or previously purchased, indicate the current market value.

Note that the information provided on Budget Form (Appendix B) must reconcile with Budget Form (Appendix C). Specifically, when the value of individual items for each major object of expenditure category reported on Form (Appendix C) is totaled, that total should equal the figure reported for that category on (Appendix B). For ease of comparison, it is strongly recommended that items be listed on Budget Form (Appendix C) by major object of expenditure categories, with those for categories 1000-1999 listed first.

Applicants should note that preference will be given to applicants whose match includes:

- (1) Cash from businesses, foundations, the community or individuals
- (2) Real property from businesses, foundations, the community or individuals

In-kind donations of equipment from businesses, foundations, the community and individuals as well as in-kind donations of professional services from businesses, foundations, the community and individuals are also encouraged.

Feeder Elementary School Form (Appendix F)

The Feeder Elementary School Form included as Appendix F in this application must be completed by listing the names and the County-District-School (CDS) codes for all the elementary schools that will send students to the high-tech high school once it is established.

Appendix A: Application Title Page

CALIFORNIA DEPARTMENT OF EDUCATION
High -Tech High School Grant Program

NOTE: Please print or type all information

APPLICATION TITLE PAGE

Return to:

California Department of Education
Education Technology Office
515 L Street, Suite 250
Sacramento CA 95814

DEPT. OF EDUCATION USE ONLY	
Application Number	Fiscal Year
	2001

APPLICATION DEADLINE: April 5, 2002

		County/District Code			
		County		District	
Program	High-Tech High School Grant Program				
District Name					
Address					
City	Zip Code				
Primary Contact Person	Title	Telephone			
Contact Person's Address		Fax number			
City	Zip Code		Email address		
Name of school for which funding is being sought					
CERTIFICATION/ASSURANCE SECTION: I hereby certify that all applicable state rules will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.					
Printed Name of Superintendent/Charter School Administrator for Direct-Funded Charters				Telephone	
Superintendent's/Charter School Administrator's Signature				Date	

Appendix B:
Budget Form- Grant Funds and Match Resources

CALIFORNIA DEPARTMENT OF EDUCATION
High-Tech High School Grant Program

NOTE: Please print or type all information

BUDGET FORM: Grant Funds and Match Resources

Major Object of Expenditure Categories	Grant Funds	Match Resources	Description of How The Amount Budgeted was Calculated and How the Funding Will Be Used to Support Development of a High-Tech High School
1000-1999 Certificated Personnel Salaries			
2000-2999 Classified Personnel Salaries			
3000-3999 Employee Benefits			
4000-4999 Books and Supplies			
5000-5999 Services and Other Operating Expenditures			
Indirect Costs at the district's approved rate (excluding the 6000-6999 category)			Approved indirect rate is ____%. Indirect waived? Yes ____ No ____
6000-6999 Capital Outlay			
TOTAL			

Appendix C: Budget Form- Local Match Details

CALIFORNIA DEPARTMENT OF EDUCATION
High-Tech High School Grant Program

NOTE: Please print or type all information

BUDGET FORM--Local Match Details (attach additional copies of this form as needed)

Note: Instruction for determining allowable match resources and their values may be found in Appendix H.

Item(s)	Major Object of Expenditure Categories Check one for each row:	Source of Matching Funding (List partner and source)	Value of this Item and How Calculated	Funds Received or Committed	Expected Receipt Date and Evidence of Commitment for Committed Items
	<input type="checkbox"/> 1000-1999 <input type="checkbox"/> 2000-2999 <input type="checkbox"/> 3000-3999 <input type="checkbox"/> 4000-4999 <input type="checkbox"/> 5000-5999 <input type="checkbox"/> 6000-6999			<input type="checkbox"/> Received by the application date <input type="checkbox"/> Committed	
	<input type="checkbox"/> 1000-1999 <input type="checkbox"/> 2000-2999 <input type="checkbox"/> 3000-3999 <input type="checkbox"/> 4000-4999 <input type="checkbox"/> 5000-5999 <input type="checkbox"/> 6000-6999			<input type="checkbox"/> Received by the application date <input type="checkbox"/> Committed	
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TOTAL					

Appendix D: Implementation Timeline

CALIFORNIA DEPARTMENT OF EDUCATION
High-Tech High School Grant Program

NOTE: Please print or type all information

Implementation Timeline Form

Start Date (M/Y)	Completion Date (M/Y)		Activity or Benchmark	Target Audience	Person Responsible	Component
	Projected	Actual				
						<input type="checkbox"/> Site and Infrastructure <input type="checkbox"/> Students <input type="checkbox"/> Teachers and Administrators <input type="checkbox"/> Curriculum <input type="checkbox"/> Hardware and Electronic Learning Resources
						<input type="checkbox"/> Site and Infrastructure <input type="checkbox"/> Students <input type="checkbox"/> Teachers and Administrators <input type="checkbox"/> Curriculum <input type="checkbox"/> Hardware and Electronic Learning Resources
						<input type="checkbox"/> Site and Infrastructure <input type="checkbox"/> Students <input type="checkbox"/> Teachers and Administrators <input type="checkbox"/> Curriculum <input type="checkbox"/> Hardware and Electronic Learning Resources
						<input type="checkbox"/> Site and Infrastructure <input type="checkbox"/> Students <input type="checkbox"/> Teachers and Administrators <input type="checkbox"/> Curriculum <input type="checkbox"/> Hardware and Electronic Learning Resources
						<input type="checkbox"/> Site and Infrastructure <input type="checkbox"/> Students <input type="checkbox"/> Teachers and Administrators <input type="checkbox"/> Curriculum <input type="checkbox"/> Hardware and Electronic Learning Resources

Note: It is more useful to indicate actual start and/or completion dates rather than indicating "ongoing" in the date column.

NOTE: Please print or type all information

[illegible]

Of the existing inventory, indicate the number of computers to be used as is, to be upgraded, or will be retired when new/upgraded equipment is available.

Equipment to Be Upgraded or Acquired According to the Plan

	In Classrooms	In Computer Labs	In Shared or Common Space (e.g., library)	In Administrative Offices
Desktop Computers				
Use as is				
Upgrade				
To be retired when new or upgraded equipment is available				
To be acquired				
Laptops				
Use as is				
Upgrade				
To be retired when new or upgraded equipment is available				
To be acquired				
Thin Client				
Use as is				
Upgrade				
To be retired when new or upgraded equipment is available				
To be acquired				

II. Peripherals

Peripherals	Current Number	Number Needed
Digital Cameras		
Scanners/Digitizers		
Assistive/Adaptive Devices		
Printers		
VCR Units		
Video Cameras		
TV Monitors		
Graphing Calculators		
Computer Screen Projectors (<i>e.g., LCD</i>)		
Video Conferencing Units		
Interactive white boards		
Personal digital assistants		

III. Site Networks and Connectivity

- a. Is the school site connected to the Internet by a permanent (non-dial up) connection?

☐ Yes

☐ No

- b. If so, how is the school connected to the Internet?

- ☐ Less than a full T-1 (e.g. fractional T-1, ISDN, DSL, cable modes, or other connections at lower speeds, such as 512K)
- ☐ T-1 or other connection that carries data at approximately 1.5 Mbps
- ☐ More than one T-1, but less than a connection that carries data at approximately 10 Mbps (i.e. multiple T-1 lines)
- ☐ 10 Mbps-Ethernet or ATM connection
- ☐ DS3 connection or other connection that carries data at approximately 45 Mbps
- ☐ OC3 connection or other connection that carries data at approximately 155 Mbps
- ☐ Other, Please specify: _____

- c. What is the speed of the school's connection to the Internet connection in megabits? (If multiple circuits, the sum total of the bandwidth)

- ☐ less than 1.54 megabits
☐ 1.54 megabits
☐ 3.0 megabits
☐ 10 megabits
☐ 45 megabits
☐ 100 megabits
☐ 155 megabits
☐ 1 gigabit

- d. What percentage of the total classrooms are connected to the Internet by a permanent (non-dial-up) connection? _____

e. Connectivity in classrooms and administrative offices:

	Number of Classrooms	Average Number of Drops/Classroom	Number of Administrative Offices
Currently Connected to the Internet			
Need to be Connected to the Internet			
Currently connected to a LAN			
Need to be connected to a LAN			

- f. Who is the school's Internet Service Provider (ISP)?

- ☐ District office
☐ County Office of Education
☐ California State University/University of California
☐ Commercial Provider (e.g. Pac Bell Internet, MCI, Sprint, etc)
☐ Other _____

IV. Site Telephone Systems

Number of lines: _____

v. Site Libraries/Media Centers

Hours that the site library/media center is open: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

CALIFORNIA DEPARTMENT OF EDUCATION
High-Tech High School Grant Program

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Appendix H: The Local Match Requirement

CALIFORNIA DEPARTMENT OF EDUCATION
High-Tech High School Grant Program

Legislative Provisions

In order to receive a High-Tech High School Grant, the grant recipient must provide a local match that is not less than the amount of the grant.

If an applicant cannot meet this local match requirement, it is not eligible and will be disqualified from the competition.

Local Match Provisions

The local match requirement for the High-Tech High School Grant may be met as follows (also see frequently asked questions about the local match at the end of this appendix):

- The requirement may include any technology infrastructure, telecommunications, hardware, or software for the school site that has been or will be purchased by the school district or county office of education **from any source except funds provided pursuant to this legislation**, including the cost of finance charges. Any such equipment that has been donated to the school district or county office of education may also be included. Telecommunications equipment must be for the specific purpose of accommodating educational technology. Donations shall be valued at current market value, and donated or purchased resources must have an expected useful life in the project plan of at least five years.
- Consultant fees and other contract personnel expenses may be included as a part of the local match as long as these expenses are incurred to implement plans for the high-tech high school.
- Salaries of teachers, administrators, and classified employees employed at the school CANNOT be counted as part of the local match. In addition, benefits of employees and indirect costs CANNOT be counted as part of the local match.
- E-rate and other telecommunications subsidies, either through discounts or rebates, which allow schools to reduce the cost of telecommunications infrastructure and services, can be included as meeting part of the local match requirement, to the extent these goods and services meet the requirements for local match described above. Schools should have a contingency plan if E-rate subsidies do not materialize.
- The timeframe for including local match resources for the grant is either prior to or during the grant period.

Methodologies for Valuing Donated and Previously Purchased Goods

Local educational agencies are required to determine the current market value of the technology infrastructure, telecommunications, hardware, or software donated to the school in order for them to be counted toward the local match. In addition, local agencies will be required to determine the current market value of items purchased by the local educational agency prior to the grant period in order for them to be counted toward the local match.

The following methods are suggested for valuing goods and services at current market value; these methods have been accepted by auditors when the Digital High School Program has been audited. This does not preclude a local educational agency from using other methods, recognizing that other methods may or may not withstand an audit of this program.

1. Purchases within Two Years

The Taxpayer Relief Act of 1997, Section 224, Contributions of Computer Technology and Equipment for Elementary or Secondary School Purposes, amended the Internal Revenue Code to allow the value of a contribution of computer technology and equipment to schools by a corporation to be the original purchase price if the contribution was within two years of its acquisition. "Computer technology" or "equipment" means computer software, computer or peripheral equipment, and fiber optic cable related to computer use. Consistent with this method of valuation, donations or purchases having a useful life of at least five years in the project made to or by the local educational agency may also be valued at the original purchase price or the price used by the donor in accordance with Section 224 of the Taxpayer Relief Act of 1997 for purposes of meeting the local match requirement.

2. Standard Method of Depreciation

The Internal Revenue Service's Modified Accelerated Cost Recovery System (MACRS) is an example of an acceptable methodology for depreciating technology donations and prior purchases having a useful life of at least five years in the project to arrive at a current value for purposes of the local match requirement.

3. Equipment Blue Book

The Orion Research Corporation's annual publications, *Computer Blue Book*, *Video Blue Book*, and *Camera Blue Book*, can be used to determine the current market value of most technology hardware with a useful life of at least five years in the project. These reference books are updated annually, available on diskette from the producer, and available at most public libraries. The "retail used" value column can be considered the current market value for purposes of valuing donations and prior purchases. Orion's Web site is:

<<http://www.bluebook.com>>

Their phone number is (800) 844-0759.

4. Software

Software and courseware can be included as allowable match. As long as the software and courseware all fits with what a site plans to do, it is acceptable to include these items in the local match. There are a large number of used software resellers that advertise on the Internet. Searching under "used software" yields a lengthy list. Three estimates of cost from various

resellers can be used in determining the current market value of donated or previously purchased software.

5. Network Hardware

This information is provided for valuing donations. For designing networks, a network engineer should plan a school's network with the specific school's needs in mind. Simple Network Management Protocol (SNMP) monitorable equipment is recommended in order to find or track network problems. The following can be used to determine the current market value of donations of network hardware that are SNMP monitorable:

- a. Routers that are SNMP capable: Small routers with up to two modular slots (typically capable of handling up to two serial and one Ethernet lines) will run between \$1,500 and \$3,000 depending on the type of software. Medium-sized routers with up to three modular slots (typically capable of handling two serial and two Ethernet lines) will cost between \$3,000 and \$8,000. Large routers with four or more modular slots (typically capable of handling three or more serial and two or more Ethernet lines) will cost \$8,000-\$30,000.
- b. Ethernet switches (Ethernet switches are preferable to hubs. It is recommended that proposed High-Tech High Schools not accept hubs as donations.): Small-sized switches with up to 24 ports cost from \$100 to \$4,000. Medium-sized switches with up to 96 ports and up to 12 modular slots cost \$4,000 to \$25,000. Large switches with up to 240 ports or more, layer 3 capability, a fully modular chassis, and a backplane speed of 30 gigabits/second or more cost \$25,000 to \$100,000.
- c. Servers: The cost of a server is determined by the value of its components: central processing unit (CPU), memory, hard drive, and software. See above sections for determining the value of hardware and software.

6. Installed Telecommunications Wiring

Installed wiring for telecommunications can be valued at current market based on a contractor's bid or by using the following installed wiring cost:

- a. Average cost to pull a single cable and terminate each end:
0-200 feet \$150 per cable
201-300 feet \$220 per cable
- b. If the cabling requires conduit or cable raceway, add \$2.50 per foot to the above cost.
- c. If the wiring requires trenching between buildings, add \$15 per foot of necessary trenching to the cost derived from (1) and (2).

Frequently Asked Questions About Local Match

1.1 Excess Local Match

Can the amount of local match exceed the amount of the High-Tech High School Grant?

Answer: Yes. Any local match directly attributable to the project plan and within the guidelines of this appendix should be included on the application to show the extent to which the High-Tech High School Grant funds have leveraged other resources for enabling the school to become a high-tech high school.

1.2 Local Bond

Can local bond funds earmarked for a multi-year modernization project be used as local match funds? If so, how many years can be applied to the local match?

Answer: Yes. Local bond funds may be used as local matching funds if the bond's restrictions allow for High-Tech High School Grant uses and the bond funds are targeted for appropriate purposes at the school site. Equipment and services purchased with these bond funds prior to the High-Tech High School Grant period must be current market value and have an expected useful life in the project plan of at least five years. Bond funds available after the High-Tech High School Grant period may be applied to later grants, but may not be counted as match for this competition.

1.3 Salaries and Benefits

Can salaries and benefits of district employees be counted in the local match for the High-Tech High School Grant?

Answer: No. While you may choose to allocate such resources to assist in implementation of the program, it is not allowable to include their value in meeting the local match requirement.

1.4 Substitute Teacher Costs

Can the cost of paying substitutes for teachers attending staff training count as local match for the High-Tech High School Grant?

Answer: No. Substitute costs are classified as salary and benefits and consequently could not be counted as matching funds.

1.5 Stipends

Can stipends for extra duty be used as matching funds?

Answer: No. Stipends for extra duty are classified as salary and benefits and consequently could not be counted as matching funds.

1.6 Match Limits

Is there a limitation on the percentage of the local match that can be met through donations?

Answer: No. The local match can be met through purchases, donations, or any combination of the two.

1.7 Off Site Equipment

Can the mainframe, routers, hubs, and servers that are located at the district office or another location and support the project site's Internet, network connections, and curriculum activities be included in the match?

Answer: Generally, no. However, if the resource is acquired as a donation or purchased by the school district or county office of education with other funds specifically to implement the plans developed for the high-tech high school, including hardware, software, and infrastructure, the resource located at another site may be included in the local match. The value of purchased resources may include finance charges. The donated resources must be valued at current market value and have an expected useful life of at least five years in the project plan.

1.8 Wiring Installation

Can the contract to install wiring for telecommunications at the school be included in the local match?

Answer: Yes. The local match can be met by providing educational technology infrastructure, hardware, and software. General electrical wiring and other infrastructure wiring may not be included in the match.

1.9 Consultant Fees

Can any consultant fees or other contract personnel expenses for staff training and curriculum development be included in the local match?

Answer: Yes, provided they are incurred during the grant and for the purpose of supporting the implementation of the high-tech high school program. These expenses cannot include the salaries of teachers, administrative, and classified personnel employed at the school.

1.10 Training Costs

Can training fees, such as registration costs, be included in the local match?

Answer: Yes. Registration costs for staff training activities during the grant period can be included in the local match.

1.11 Subscription Service

Can a subscription service for periodical indexes be counted in the local match? If so, how many years back can be included?

Answer: Yes. Subscription services for instructional purposes, whether they are on CD-ROMs or on-line, can be included as match. They must be purchased or donated during the grant period in order to be counted in the local match. Prior year subscriptions cannot be counted.

1.12 Instructional Program

Can technology-based instructional programs purchased this year be counted in the local match?

Answer: Yes. Any instructional program that is technology-based (software, CD-ROM, etc.) and is part of the plan for integrating technology into the curriculum can be included in the local match.

1.13 Telephone Systems

Can the cost of the phone system be counted as local match? Can costs associated with providing voicemail for parents and a homework hotline be counted in the local match?

Answer: Costs that are separable and pertain only to typical phone communication (such as telephones) cannot be counted toward the local match. In addition, costs solely for voicemail and a homework hotline are not allowable. However, if the phone system also provides telecommunications via networks or the Internet as identified in the plan, then the infrastructure can be included in the local match, but costs that are separable and pertain only to regular telephone service, voicemail and a homework hotline must be excluded.

1.14 E-rate Acquired Goods

Can the full value of E-rate acquired goods and services be counted as matching funds or only the amount expended by that site?

Answer: E-rate and other telecommunication subsidies may be used as local matching funds to the degree that the goods or services meet the definitions and guidance provided for local matching funds under this grant. Consequently, E-rate discounts for basic telephone services may not be counted, whereas E-rate discounts for Internet service and internal connections may.

1.15 E-rate Discounts

Can E-rate discounts be proposed as matching funds before bid contracts are confirmed?

Answer: Yes. Submit the application with the anticipated bid amount. If it is not approved at that level, another source of match funding will need to be identified or less will need to be expended down to the level at which the grant does not exceed the local match.

1.16 Special Vendor Arrangements

If a school were to negotiate with a vendor that instead of taking a discount normally offered that school on the purchase price of hardware, software, or labor, the purchase was made at full value (no discount) with an additional donation of goods and services by that vendor equal to the value of the discount, could the total value of the non-discounted purchase plus the donated value count towards the match? Would this pass audit?

Answer: The total cost to the school and the value of donated goods or services may be counted towards the match. Whether or not this would pass audit depends on the applicable state and local purchasing requirements (including lowest bid where appropriate). By not taking the normal discount, you may be violating local purchasing requirements for that specific piece of equipment or service.

1.17 Software Value

Can software be valued at full price if bought in the last two years?

Answer: Yes. The Taxpayer Relief Act of 1997 allows the value of computer technology (including software) contributed to schools by corporations within the last two years to be valued at the original purchase price. Consistent with this act, donations or purchases of software made within the last two years and having a useful life of at least five years may be valued at full price.

1.18 Indirect Costs

Can indirect costs be counted as matching funds?

Answer: No. Indirect costs are specifically excluded from being counted in the local match.

1.19 Wiring and Labor Value

Can telecommunications wiring and the labor required for installation be counted towards the match at full value?

Answer: Yes. Funds expended for infrastructure wiring and labor may be included in the match provided the work occurs during the grant period. For wiring and labor occurring prior to the grant, this appendix above (Item 6) provides two methodologies for determining the value of

"installed wiring" (which include labor) for purposes of the local match: current value based on a contractor's bid or a value based on the included table for installed wiring costs.

1.20 Volunteer Time

Can volunteer time be counted in the local match?

Answer: Generally, no. To the extent, however, that volunteers are used to wire classrooms, the value of work can be determined by either obtaining valid estimates or by using the methodologies cited earlier in this appendix.

1.21 Teacher Volunteer Time

Can the value of teacher volunteer time to lead staff development after hours be counted as matching funds?

Answer: Generally, no. Site personnel salary and benefits may not be included as matching funds. However, teacher volunteer time to lead staff development after hours can be counted as matching funds if the teacher would not have otherwise been expected to attend, the teacher receives no compensation for this activity (e.g., release time, staff development attendance, etc.), the school/district incurs no costs (e.g., salary, substitute, benefit, or liability costs), and current market value of the service can be determined.

1.22 Donated Labor

If a company wants to donate the time of their technical staff to help with the installation of wiring or hardware, can the school count the value of their donation?

Answer: Yes. Donated labor used for the installation of wiring or hardware may be counted towards the local match requirement. The value of that match is based on either obtaining valid estimates or by using the methodologies cited above in this appendix.

1.23 Number of Prior Years for Match

Is there a limit to the number of years prior to the grant that can be used for the match?

Answer: No, there is no limit as long as the resource has an expected useful life of five years in the project plan. The current market value of the resource may be applied towards the match.

1.24 Local Match Documentation

What documentation is required for the local match?

Answer: Documentation the California Department of Education (CDE) recommends you retain in the district would include the typical documentation that would pass an audit. For instance, if you are assigning current market value, document how you arrived at that valuation: bids, depreciation, etc.

1.25 Purchases within the Past Two Years

Can hardware/software purchased within the past two years be counted towards the match at full purchase value while items beyond two years must be valued at current market value?

Answer: Yes. Items purchased within the past two years may be counted towards the match at full value. Items purchased prior to that period, and there is no time limit, must be valued at

current market value using the equipment blue book, depreciated schedules, or another method that the local agency believes will be sustainable in an audit. Remember the specific item must have an expected five-year useful life from the date of the grant award.

1.26 Tax and Shipping for Past Purchases

Can tax and shipping for past purchases be included in meeting the local match?

Answer: For resources purchased within the last two years for which the original purchase price is used in meeting the local match, tax and shipping may be included. For resources that were acquired more than two years ago, tax and shipping may not be included in the calculation of local match. For further detail, see the California School Accounting Manual.

1.27 Copier for Deaf and Hard-of-Hearing Students

Can a copier be used in the local match if it is an integral component of technology used with deaf and hard-of-hearing students?

Answer: Yes. Expenses associated with providing appropriate assistive technologies to meet the needs of students with physical disabilities are allowable as part of the local match.

1.28 Mentor Teacher Funds

Can Mentor Teacher stipends be counted towards meeting the match?

Answer: No. Since salaries are specifically excluded from counting towards matching funding, Mentor Teacher stipends may not be included.

Appendix I: Application Scoring Criteria

CALIFORNIA DEPARTMENT OF EDUCATION
High-Tech High School Grant Program

NOTE: Please print or type all information

Application Scoring Criteria

The Application Scoring Criteria will be available as a separate document on the Education Technology Office Web site <http://www.cde.ca.gov/edtech> (under High-Tech High School Grant Program) approximately Friday, March 15, 2002.